



Twitter can be a phenomenal tool to use in education, and we have designed the **Across the World Once a Week** program as a way to allow your learners to engage with other classrooms across the world.

It is easy to get started and takes a few simple consistent steps each week.

Consider making it a part of your weekly classroom routine, by following our suggestions in this guide.

What is #XW1W? We're glad you asked!

The hashtag (designated by the # symbol) allows people to connect through a common interest.

In this case, educators and students can connect while focusing on specific questions and learning tools. Think of it as a link between your classroom and another classroom in the next building, district, city, state, country, or even somewhere completely across the globe!

By using Twitter and #XW1W, teachers and students will answer a weekly question, provided by TeachersFirst. The question will be listed on our website and posted to Twitter for easy access.

The Process

Review the question for the week

After reading the question for the week, we suggest sharing it as part of your morning routine or at the beginning of the class period for each group of students. If you are not yet familiar with Twitter, information and responses are typically short and sweet! Twitter has a 280-character limit. Answers can be shared with the hashtag and then other students and teachers all across the world can post, connect, and read the responses.

In order to facilitate both middle school learners and elementary age learners, we will share two separate questions. Choose the one that works best for your learners. **The elementary school question will utilize the hashtag #XW1W-E and the middle school question will utilize the hashtag #XW1W-M.** When the week's answer is posted, it will be crucial to include **#XW1W-E** to signify that your response is to the Middle School level question.

Review responses and engage with other schools around the world

So, then what? Another great question! As responses are posted, encourage your class to read and engage with other schools around the world. Consider checking in quickly each morning, or at the end of the day. Keep an eye out for TeachersFirst to highlight and engage with some of the responses too! Questions will focus on a wide variety of topics, and by engaging with others all over the world, your students' eyes might be opened to a variety of perspectives, considerations, thoughts, and experiences.

Because XW1W is a weekly activity, you may find it helpful to set up a template for the students to record the question, the class response, the class hypothesis, and the analysis and reflection. This can help with record keeping and quarterly reflection. A template and rubric might be posted within an applicable LMS if available.

We know what you might be thinking: How can I add one more thing into my already busy class schedule? XW1W does not have to be overly time consuming, and it can still offer an engaging and worthwhile learning experience to your students! Consider using the XW1W question of the week as part of your Monday morning meeting. Discuss together in class on Tuesday and draft a response together with students. Post the response on Wednesday and then check in during your morning routine as the week concludes. Share sample responses and continue the discussion. Help students to note patterns in student and class responses and pinpoint locations of students all over the world! Be sure to tie in previous learning and consider reflecting on the question during English Language Arts through journaling. Another way to incorporate XW1W into your class routine is shown here:

Here is a sample schedule:

Monday	Tuesday	Wednesday	Thursday	Friday
Share the XW1W question of the week. Brainstorm and allow students time to research through guided resources. Ask students to work in pairs or small groups to discuss. Each group will then share a collaborative response with the class.	Share and count responses. Note trends among the class/group. Discuss. Allow additional time for guided research if needed.	Finalize a response and tweet with the hashtag #XW1W-E. Read, interact with, and follow up as applicable.	Allow students' interests and questions to guide them as they continue to learn about the week's topic. Highlight a few responses from other parts of the world and discuss. Note trends and differences. Utilize resources (linked here) as needed.	Check XW1W's Feature Friday. Respond to other XW1W contributors. Discuss. Allow students time to journal and reflect.

As the year progresses, the questions will get a bit more involved, but your class can join in at any time throughout the year! The earlier your class begins to post an answer to the weekly question, the more learning opportunities your students will gain.

Learning Goals/Standards/Rubric(s):

XW1W is a simple and social way for students to learn more about students all over the world. This activity brings higher level thinking, data analysis, conversation and debate, writing, and digital skills together. It correlates with learning standards across multiple subject areas and age levels.

ISTE Standards Addressed:

Digital citizenship focuses on participation, active engagement, and becoming part of a community. This activity addresses the following ISTE Student Standards:

1c: Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

2b: Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

3c: Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

3d: Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

5b: Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.

6c: Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

6d: Students publish or present content that customizes the message and medium for their intended audiences.

7a: Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

7b: Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

7c: Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

7d: Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.

The ISTE standards can be found here: <https://www.iste.org/standards/iste-standards-for-students>

English/Language Arts Standards Addressed:

The scope of this activity also draws in ELA standards. The standards that most closely address this activity are:

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

8. Students use a variety of technological and information resources (e.g. Libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

9. Students develop an understanding of and respect for diversity in language Use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

These standards can be found at <http://www.ncte.org/standards/ncte-ira>.

Social Studies Standards Addressed:

From the National Council for the Social Studies, National Curriculum Standards for Social Studies (Chapter 2—The Themes of Social Studies):

1. Culture Through experience, observation, and reflection, students will identify elements of culture as well as similarities and differences among cultural groups across time and place.

4. Individual Development and Identity Personal identity is shaped by an individual's culture, by groups, by institutional

influences, and by lived experiences shared with people inside and outside the individual's own culture throughout her or his development.

8. Science, Technology, and Society Science, and its practical application, technology, have had a major influence on social and cultural change, and on the ways people interact with the world.

These standards can be found at <https://www.socialstudies.org/standards/strands>.